DOCUMENT RESUME

ED 400 882 JC 960 650

TITLE New York State Transfer and Articulation Association Standards and Guidelines Manual.
INSTITUTION New York State Transfer and Articulation Association, Rensselaer.
PUB DATE Mar 96
NOTE 49p.
PUB TYPE Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Articulation (Education); *College Transfer Students; Community Colleges; *Educational Strategies; Professional Development; Program Improvement; State Standards; *Student Personnel Services; *Transfer Programs; Two Year Colleges
IDENTIFIERS *New York

ABSTRACT

Addressing policies and concerns related to transfer and articulation, this manual provides guidelines developed by the New York State Transfer and Articulation Association to assist college personnel in serving transfer students. An introduction describes the purpose, goals, and objectives of the Association; identifies the intended audience; and provides suggestions for promoting transfer. The second section focuses on articulation agreements, including the objectives of such agreements and the responsibilities of a college's articulation contact person, while the third reviews activities for engaging in proactive advocacy of transfer. The fourth section provides strategies for reducing barriers to transfer, while the fifth provides key recruitment strategies. The next three sections discuss techniques for facilitating the admissions process for transfer students; strategies for effective academic advising, including the responsibilities of advisors, transfer students, and institutions; and suggestions for facilitating course credit evaluation, including the use of computer-based articulation systems. The ninth section discusses methods for ensuring an accessible and efficient registration process, while the tenth reviews methods for improving access to high-demand programs, such as maintaining high registration caps. The next four sections provide model activities and services to help enhance transfer students' college experience, strategies for ensuring effective student referrals, and procedures for disseminating information to transfer students. The fourteenth section reviews methods for effectively sharing information between schools, while the fifteenth highlights methods for ensuring access to financial assistance and scholarships. The final sections review the importance of professional development for transfer personnel and guidelines for professional and ethical conduct. (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 400 882

NEW YORK STATE TRANSFER AND ARTICULATION ASSOCIATION

STANDARDS AND GUIDELINES MANUAL

JC 960 650

March 1996

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L.B. Tedwell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

New York State Transfer and Articulation Association

Standards and Guidelines Manual

Table of Contents

Introduction 1

Transfer Articulation Agreements 6

Advocacy 7

Reducing Barriers to Transfer 8

Recruitment and Promotion 9

Admissions Procedures 10

Academic Advisement 12

Credit Evaluation Policies 15

Registration 17

Access to High Demand Programs 18

Support Services for Transfer Students 19

Referral Guidelines 21

Dissemination of Information to Students 22

Information Sharing Between Institutions 24

Financial Assistance and Scholarship Opportunities 25

Professional Training and Orientation Programs 27

Conduct and Ethics 29

INTRODUCTION

PURPOSE OF NYSTAA AND

THE STANDARDS AND GUIDELINES MANUAL

The New York State Transfer And Articulation Association, **NYSTAA**, was established in 1993 and includes an ever-growing membership of higher education professionals representing dozens of two-and four-year colleges and universities in New York State. **NYSTAA** was established to promote the mobility of transfer students in higher education and to facilitate the professional development of its members in related areas. It provides a forum for discussion, debate, and the exchange of ideas pertaining to transfer issues, activites, and new developments in the field. Through the work of **NYSTAA**, the transfer of college students between institutions will continue to be enhanced.

NYSTAA was also created to establish, disseminate, revise, and advocate professional standards and guidelines for practitioners working with transfer students and transfer issues. Since college faculty and staff have diverse backgrounds and varied responsibilities, this manual was developed to assist professionals in serving transfer students and addressing transfer and articulation policies, concerns, and practices.

The initiatives and work performed by **NYSTAA** will be on-going. The standards and guidelines must change as the knowledge and practices associated with transfer issues in higher education continue to evolve. In the effort to keep ***The STANDARDS AND GUIDELINES MANUAL*** current, information and materials will be reviewed and updated regularly.

WHO SHOULD USE *THE STANDARDS AND GUIDELINES MANUAL*

The following professionals will find the information contained in the *MANUAL* helpful in working with transfer students and serving their needs.

Academic Advisors
Academic Affairs Personnel
Admissions Personnel
Career Counselors
College Deans
Department Chairpersons
Enrollment Management Officers
EOP/HEOP Counselors
Faculty Advisors
Financial Aid Advisors
Fiscal Services Personnel
Registrar Personnel
Transfer/Articulation Coordinators
Transfer Credit Evaluators

NYSTAA GOALS AND OBJECTIVES

The primary purpose of **NYSTAA** is to promote the mobility of transfer students in higher education and to encourage professional development. The organization was formed in order to accomplish the following specific objectives:

- Act as a forum for members to express transfer issues and discuss possible solutions.
- Assist in the development of articulation and transfer agreements.
- Bring together professionals to share knowledge and resolve transfer issues.
- Conduct research on transfer issues.
- Promote professional development opportunities.
- Establish **NYSTAA** as an authority on transfer and articulation.
- Develop a state-wide presence by establishing leadership in the field of transfer.
- To work with other professional organizations to promote transfer and articulation agreements and issues.
- Develop and maintain professional transfer guidelines and standards.
- Develop, distribute, and evaluate data pertinent to transfer issues.
- To make significant contributions to knowledge about transfer issues.
- Pursue advanced technology to allow for teleconferencing and electronic transfer of information.
- Conduct research to ensure continuous quality improvement related to transfer issues and practices.
- Expand and diversify organizational membership through increased recruitment activities.
- Increase organizational visibility through conference participation, professional journal publications, transfer seminars, and communication with educational professionals involved in the transfer process.
- To continually monitor transfer standards and guidelines in order to maintain current relevancy.

PROVIDING TRANSFER OPPORTUNITIES

Transfer, the movement of students from one institution to another, is a common occurence in American higher education. Professionals working with transfers students have an obligation to identify and enhance transfer opportunities for them. This requires close working relationships between faculty and staff of both two- and four-year institutions. Eliminating transfer and articulation barriers will allow qualified students to move from one educational level to another, or from one institution to another, without unnecessary roadblocks being put in their way.

What Can Be Done To Promote Transfer:

- Establish state-wide articulation and transfer agreements to encourage uniform transfer policies and practices.
- Establish special transfer offices on college campuses.
- Formulate goals and objectives for the delivery of services to transfer students.
- Develop and communicate institutional policies regarding the responsibilities of those who work with transfer students.
- Provide dual admission.
- Develop course equivalency guides.
- Encourage common semester schedules.
- Provide cross registration.
- Identify prospective transfer students.
- Provide accurate and timely academic advisement to transfer students.
- Familiarize possible transfer students about college offerings.
- Promote college fairs and transfer days/nights.
- Identify the informational needs of transfer professionals and students.
- Develop a comprehensive, on-going training program for professionals involved with transfer issues.

SERVING DIVERSE TRANSFER POPULATIONS

The external environmental factors which will influence the future of higher education include the continuing evolution of the lifelong learning culture, increasingly diverse and variously prepared learners, and an expanding array of providers of college-level learning. Diversity is one of the most critical issues facing higher education today. Professionals working with transfer students strive to integrate the concept of diversity into all aspects of the educational process: through the recruitment and retention of students who reflect the society in which we live, through curriculum and academic advising, through the delivery of services to students, and the support of practices that contribute to the diversity of campus life. We acknowledge that diversity involves an appreciation of the richness of ethnic and cultural traditions and of different perspectives related to gender, age, race, ethnicity, disability, sexual orientation, and religion. We believe in the advantages and benefits of a diverse transfer population, including traditional and adult learners, international and multicultural students, and others. Transfer professionals are committed to the education of all students for a pluralistic world and to environments that can embrace diversity.

ARTICULATION AGREEMENTS

ARTICULATION AGREEMENTS

NYSTAA supports and encourages the use of articulation agreements between institutions of higher learning. Transfer articulation agreements should be written to meet the following objectives:

- Articulation agreements should be designed to enhance the transfer process for both student and institution by providing an unencumbered transition of courses and credits from one college or university to another.

- Articulation agreements should be routinely reviewed by cooperating institutions to make proper adjustments or modifications within the document and to reflect any changes in academic requirements or institutional policies.

At every institution where articulation agreements are in effect, a professional staff member should serve as the contact person for facilitating transfer agreements. Anyone charged with this responsibility should communicate regularly with other colleagues involved in the transfer process. The most effective professional training will occur as a result of interaction with those who work with transfer students and clearly understand admission and enrollment policies. The responsibilities of this individual include the following:

- Facilitate the signing and implementation of transfer articulation agreements and relevant correspondence and documents.

- Maintain and update articulation agreements on a routine basis.

- Visit other campuses in order to establish good working relationships and on-going communication.

- Meet regularly with Admissions staff and others to discuss issues and concerns related to transfer and articulation. Keep staff updated.

- Remain informed of all changes in curricula, college policies, or requirements that may impact student transfer.

- Encourage the involvement of faculty in the articulation process by engaging in discussions relating to the articulation process and the transfer of credit courses.

- Participate in college committees responsible for academic policies, admission requirements, registration, and other transfer-related issues.

- Prepare and maintain reports on the academic progress of transfer students and other related data. Share this information with other college staff and departments.

ADVOCACY

ADVOCACY ISSUES

NYSTAA encourages recognition and support of transfer students through a well-defined program of proactive advocacy. A major goal of advocacy initiatives is coordination of students' needs with available services and resources to ensure educational opportunities for all students. To accomplish this most important service, professionals working with transfer students may find the following activities helpful:

- Provide on-site training for transfer counselors and faculty advisors in the areas of academic policies, course equivalencies, and new or revised program options.

- Coordinate on-going semester meetings between two- and four-year transfer coordinators to review articulation agreements, admission procedures, changing department or degree requirements, and student issues and concerns.

- Work with students at two-year campuses, either in groups (workshops) or individually, to assist in their understanding of the four-year school's policies and academic expectations.

- Serve on key campus committees that impact transfer students and advocate vigorously on their behalf. These committees typically address orientation, advisement, registration, or enrollment management initiatives.

- Establish productive working relationships with all academic departments and identify a specific academic contact (e.g., department chair or a designated transfer student advisor) in each department to ensure that a strong transitional link will prevail for all transfer students.

- Serve as an ombudsman for transfer students, providing each student with general assistance and support throughout his/her academic program, including advisement, links with career development, problems with credit evaluation, and all transfer-related issues.

REDUCING BARRIERS TO TRANSFER

REDUCING BARRIERS TO TRANSFER

Colleges and universities that commit themselves to facilitating transfer and articulation recognize transfer as an opportunity to attract additional students, establish relationships with other institutions, and diversify the college community. All too often, however, transfer students discover difficulties that impede a smooth transition to the transfer institution. The following suggestions can enhance and improve the transfer process:

- Identify, when possible, those students who plan to transfer in an effort to inform them of existing articulation agreements. Make sure they follow the appropriate program for transfer.

- Encourage students to transfer and pursue a baccalaureate degree.

- Encourage discussion among those responsible for course content to determine if there are significant differences between courses and what can be done to resolve those differences.

- Prepare students for what they will experience upon transferring. Help the student make appropriate connections at the transfer school.

- Visit transfer campuses, conduct transfer days/nights, and design special orientation programs for incoming transfer students.

- Communicate admissions policies, regulations, and registration deadlines to help students deal with institutional practices and policies in a timely and efficient manner.

- Offer college publications or literature aimed at the transfer population.

- Identify which two-year college courses meet specific degree requirements at the transfer school.

- Be sensitive to the backgrounds and needs of transfer students. These students are frequently a highly diverse group in some form of transition who require special programs and services.

- Provide transfer students with a welcoming environment and supportive culture at the receiving institution, including orientation, advising, and adequate support systems.

RECRUITMENT AND PROMOTION

RECRUITMENT AND PROMOTION

For academic institutions, developing key recruitment and promotional strategies is integral to the planning process. These strategies should be designed in order to satisfy the needs of transfer students and provide access to transfer programs. The following are suggested as guidelines for conducting effective recruitment initiatives:

- Gear recruitment efforts toward attracting those students who can best be served by an institution.

- Provide clear, accurate information in the admissions brochures. This includes information about curriculum, financial aid, campus life, and off-campus opportunities. Review and update brochures and literature when necessary.

- Identify and explain admissions requirements, application procedures and deadlines, and tuition and student fees in application forms.

- State all institutional costs a student can expect to incur from the point of applying for admission to the billed charges. Also, be clear about the financial aid procedures, opportunities and deadlines. This includes merit-based and need-based financial aid.

- Establish expanded financial advising programs as a customer relations approach to transfer student recruitment.

- Ensure that those individuals representing the institution (alumnae/alumni, faculty, students, and staff) are trained and have accurate, up-to-date information. They should have additional training for the recruitment of transfer students.

- Conduct special events and campus visits to maximize the number of student and enrollment rates.

- Concentrate time and resources on those prospective transfer students targeted by the institution and those most likely to enroll.

- Develop and maintain relationships with key representatives from other campuses. These include admissions, transfer and placement, financial aid, and counseling.

ADMISSIONS PROCEDURES

ADMISSIONS PROCEDURES

A sizable number of students transfer from one college to another each year. To ensure a smooth transition from one institution to another, students need specific information about the transfer process and the admission procedures and policies of the school they are entering. The following may be helpful in facilitating the admission process for transfer students:

- Begin the transfer planning process as early as possible. Identify possible curriculum choices to pursue, thus providing a strong foundation for the eventual transfer.

- Advise students to take courses that are equivalent matches to courses at the four-year school. Suggest additional courses that may ultimately benefit the transfer student.

- Work closely with the Admissions Offices in reviewing transfer credit and providing a clear understanding of remaining academic requirements.

- Work with other institutions to identify transfer credit. This will allow the student to maximize knowledge, time, and financial resources.

- Formalize articulation agreements between institutions. Transfer counselors should be familiar with transfer requirements. Update as needed.

- Provide clear and precise information to transfer students about admission procedures and standards established by various schools. This includes accurate information regarding admission deadlines, conditions for acceptance, registration procedures, and financial aid.

- Determine if an interview with an admissions counselor at the receiving institution is required or recommended before initiating the application process.

- Inquire about receiving credit evaluations for prospective transfer students prior to admission.

- Keep current information about financial aid opportunities and scholarships. Be certain about what financial aid forms are needed when applying for admission.

- Instruct transfer students about what needs to be included in the admissions application form. This may include fees, letters of recommendation, SAT or

ACT scores, other placement test scores, and financial aid forms. Notify students if a personal interview with the accepting institution is required.

- Inform transfer applicants that they must submit official, direct transcripts of all work taken at any institution attended since high school.

- Assist transfer students in completing admissions applications and other paperwork.

- Provide transfer students with a contact person at the receiving institution, if possible, in order to ensure proper program planning, ease of transfer, and assurance of credit applicability.

- Provide a pre-enrollment assessment of prior credits and identify remaining course work.

- Make students aware of when and how to make a commitment to the receiving institution, if accepted. Provide students with information about registration, orientation programs, and other information pertinent to transfer student concerns.

ACADEMIC ADVISEMENT

ADVISOR RESPONSIBILITIES

Good academic advising involves the ability of the advisor to help a transfer student define and develop realistic goals, accurately perceive the needs of the student, and then successfully match these needs with available institutional resources. The following are suggested as essential functions and responsibilities of the academic advisor:

- Know each student well enough to be aware of individual academic, educational, or special needs, and how these needs affect the student's educational career goals.
- Be available to students on a regular basis and be conscientious about adhering to a schedule of office hours for advising appointments.
- Help transfer students obtain maximum benefit from their higher educational experience by helping them to understand the opportunities offered by the institution.
- Maintain complete and accurate records for all transfer students.
- Provide assistance to transfer students in the exploration of educational options and the planning of coherent academic programs.
- Encourage each student toward personal and academic self-sufficiency and self-confidence.
- Know and understand the institution's degree requirements, prerequisites, resources, and procedures.
- Refer transfer students to available campus resources to meet individual needs.
- Attempt to understand transfer students' concerns from the student's point of view.
- Continually attempt to improve both the style and the substance of the advising process.
- Serve as a student advocate when necessary.
- Listen with sympathetic understanding to the student's academic concerns or other problems and advise him or her accordingly.
- Be sensitive to the diversity of transfer students. Effective advising involves an awareness to the diverse needs and perspectives of students.

TRANSFER STUDENT RESPONSIBILITIES

Transfer students have a large responsibility in the advisement process. They should take the initiative in seeking advisement and developing a relationship with their advisor. In order to do this effectively, the student should:

- Become familiar with the institution's advising services, career development center, student services office, or other resources.
- Be prepared; have necessary forms, applications, or other relevant materials.
- Keep current on academic policies, procedures, and requirements.
- Accept responsibility for academic choices.
- Develop academic, career, and social goals and examine how these goals will affect the future.
- Seek help and guidance from an advisor when needed.
- See that academic records from other colleges/universities are transferred and received for evaluation.
- Verify that evaluations of transfer credit are accurate.
- Consult with an advisor before changing majors, transferring to another college, or withdrawing from the institution.
- Maintain copies of degree plans, progress reports, general education evaluations, transfer credit evaluations, and other documents.
- Ask questions.
- Discuss career opportunities, advantages, disadvantages, and options with an advisor knowledgeable in a specific area.
- Seek assistance with decisions to be made rather than expecting the advisor to make them.
- Follow through with appropriate action after an advising session.

RESPONSIBILITIES OF THE INSTITUTION

Transfer and transfer-related issues are important components of academic advising in both two-and four-year schools. The manner in which colleges and universities handle and deliver advisement services will vary to meet the special needs of their students and programs. The following guidelines are suggested for meeting the needs and expectations of transfer students:

- Provide students, faculty, academic advisors, and administrators with information concerning the college's programs, policies, procedures, and services.
- Coordinate the delivery of advisement services to transfer students.
- Formulate and direct academic advising programs to meet transfer students' needs.
- Provide for the maintenance of individual student records, including transfer credit evaluations.
- Develop, update, and disseminate academic advising materials and forms to academic advisors.
- Conduct training sessions and workshops for faculty and academic advisors.
- Provide special advisement services for transfer students.
- Review and evaluate advisement programs and services.
- Be familiar with advising problems and formulate solutions to improve the advisement program.

CREDIT EVALUATION POLICIES

CREDIT EVALUATION POLICIES

A successful collaboration between institutions is based on a comprehensive articulation agreement which addresses the transfer of credit-bearing course work from one institution to another. Procedures for the evaluation of this credit are integral to the agreement. The process of credit evaluation can be facilitated by the following:

- The use of computer-based articulation systems that help to standardize information and provide it to the student more efficiently.
- Identify course work applicable to transfer-degree programs.
- Be familiar with any special information regarding transfer courses and credits.
- Encourage faculty, administrators, and transfer counselors to take an active part in credit evaluation.
- Increase communication and contact between two- and four-year schools to learn more about degree offerings, transfer of credit, and credit evaluation policies.
- Maintain integrity and academic credibility by developing and implementing procedures and policies that ensure the examination and transferability of credit between institutions.
- Evaluate course work to determine its applicability to transfer programs. Develop a comprehensive master list of all transferrable courses offered by the transfer institution. Indicate how each course fulfills curriculum requirements. Communicate this early and clearly to transfer students.
- Make clear to students how transfer credits will apply toward degree requirements. Identify the remaining credits a student will need to complete at the receiving institution.
- Inform students of alternative credit sources, i.e., college proficiency examinations, correspondence courses, and portfolio assessment options.
- Review and re-evaluate transfer credit annually to determine its transferability. Communicate this to other college departments and institutions.

- Utilize faculty as a resource for evaluation of course content and credit transfer.

- Maintain on-going working relationships with instructional departments and articulation representatives at transfer institutions.

- Prepare and update advising manuals, transfer documents, and scheduling guidelines to provide uniform and accurate information regarding credit-evaluation policies.

REGISTRATION

REGISTRATION

The course registration process on college campuses should be student centered and user-friendly. Advising transfer students to register in courses that fulfill degree requirements is the ultimate responsibility of the registrar/records office and the students' advisor, counselor, or faculty member. When the registrar's office works and communicates with other college personnel and departments, it increases the quality of advisement and services to the transfer population. Other suggestions to ensure an accessible and efficient registration process include:

- Be aware of all current course changes, academic requirements, and policy or procedural recommendations. This awareness is essential to the quality of the total advising and registration process. The most important issue that exists in the relationship between the registrar's office and student advisors is the accuracy of information conveyed by each to students and faculty.

- Promote efficiency and cost effectiveness by streamlining procedures, increasing the use of technology, and introducing new methodologies in the registration process.

- The registrar's office should conduct presentations relating to procedures for academic advising, course changes, cancellations, or additions, and registration guidelines and deadlines.

- Provide access to a touch-tone, remote access, or on-line registration to enhance the registration process. Dependence on quality academic advisement relating to course registration is greatest for transfer students. These students frequently are the last group eligible to register.

- Develop a special registration program for new transfer students. This process would allow these students to register early, or at the same time as currently enrolled students. This would alleviate the problem of being closed out of required courses.

- Designate on-site registration personnel during college/transfer nights or programs to provide added assistance to transfer students regarding course work and registration policies and timelines.

- Implement degree-program auditing for effective collaboration between the registrar's office and professionals working with transfer students. By utilizing this technology, professionals are freed from routine tasks and are better able to serve the academic and personal needs of students.

- Implement systems, services, and publications that support registration processes.

- Conduct long- and short-term planning, evaluation, and revision of registration processes.

ACCESS TO HIGH DEMAND PROGRAMS

ACCESS TO HIGH-DEMAND PROGRAMS

High-demand programs are typically the most popular programs or majors, either because the program is interesting and useful, or faculty are particularly outstanding and draw students from various disciplines. High-demand programs are also seen as providing the skills and knowledge necessary for jobs or professions available in the marketplace.

Because transfer students now make up a large portion of incoming students, and enter institutions with most of the general education courses completed, these students are at risk for not getting the courses required for their majors. To avoid this, transfer counselors need to work together to ease the transfer process. Professionals working with transfer students should:

- Communicate with the on-campus career services office or local personnel agencies to find out what jobs are in demand and what skills are needed to qualify for them.
- Help prepare students for the discipline they are entering. Make sure students are aware of the required courses in their major.
- Encourage transfer students to take responsibility for their academic program. They need to ask questions, read relevant program material, consult with faculty or advisors, and have materials ready for the registration process. This will increase the likelihood of getting into a high-demand program.
- Make sure transfer students contact an advisor if required courses are not available. Alternative program planning should be discussed.
- Acknowledge that transfer students are a large portion of the student body and recognize their need to have access to high-demand classes.
- Keep the registration cap high on particularly high-demand classes in order to provide access for incoming transfer students.
- Encourage students to take course work that will prepare them for higher-level courses or move them forward toward degree completion.
- Work with students to prepare schedules for the next semester to facilitate program planning and completion.
- Recognize the diversity of the individual needs transfer students bring to the transfer campus.

SUPPORT SERVICES FOR TRANSFER STUDENTS

STUDENT SUPPORT SERVICES

NYSTAA encourages the development of student-oriented institutions which offer a wide range of services designed to enhance student development and academic success. Student support services assist students in adjusting to the transfer school, determining their educational goals, and encouraging individual development and growth. The following activities and services can serve to enhance the transfer student's college experience:

- Provide a wide variety of support services designed to advise and counsel students in selecting a transfer college. These may include a computer-assisted college search, an extensive and up-to-date library of college catalogues, and assistance through the application process.

- Provide help to students who have concerns relative to their educational plans and progress, including transfer to a four-year college or university. Counselors should be available to provide expert individual assistance.

- Establish an atmosphere in which students feel free to speak openly with advisement staff, knowing that what is discussed will be held in confidence.

- Promote student self-advocacy.

- Recognize that academic success is affected by many aspects of life outside the classroom.

- Investigate support services transfer students might benefit from, and advocate for their creation if such services do not exist. These may include child care services, disabled student services, health services, learning skills center, tutoring services, campus ministry, multicultural committees, substance abuse programs, veterans' affairs services, financial aid offerings, and programs for students with special needs.

- Make appropriate referrals for support services. Respect the students' right to accept or reject such referrals, unless a suicide threat or duty-to-warn situation arises.

- Develop and promote orientation programs that address issues relevant to transfer students. Topics include institutional policies and procedures, academic standards and requirements, and code of conduct.

- Inform transfer students of available campus-sponsored activities and organizations that provide student support. These include advisement for registration, career

development and transfer, clubs and student organizations, student government, sports and cultural programs, library and media services, and computer resources.

- Promote social functions that allow transfer students to interact and share information and resources.

- Ease transfer students' adjustment by developing support groups, mentoring programs, buddy systems, or other initiatives to help students achieve and thrive in their new environment.

TRANSFER STUDENT REFERRALS

TRANSFER STUDENT REFERRAL GUIDELINES

Advisors, and other professionals working with transfer students should be familiar with the referral resources available to students with many types of needs and concerns. Transfer students frequently come to an institution with unique problems involving articulation, credit transfer, and adjustment to the new campus. Counselors and faculty need to listen carefully to students' expressed needs so that the best referral resource may be identified.
Effective support for incoming transfer students can be achieved by the following:

- Conduct a transfer orientation program for students who are new to the campus. These programs should familiarize students with academic requirements, and emphasize personal and social adjustment to the college.

- Provide a comprehensive student handbook designed to provide information about the institution and its resources. These include academic advisement, career placement, computer resources, financial support, library and learning resources, campus life, safety and crime reporting, disabled student assistance, community resources, recreational opportunities, health services, substance abuse treatment, professional counseling, and others.

- Determine when a referral is appropriate; know what protocols to follow, and to whom to refer students.

- Make it clear to students why they are being referred to a particular campus resource. Be specific about where to go for help and whom to contact.

- Be aware of transfer students' unique needs and concerns, so as to guide them to appropriate and realistic resolutions to their problems.

- Encourage the development of quality referral materials and publications. Professionals working with transfer students are only as effective as the materials at their disposal.

- Encourage students to take advantage of the opportunities and campus resources that will help them be successful students and citizens.

- Exhibit a caring attitude toward students and a desire to help them solve problems.

- Keep student interaction confidential and respect the students' right to privacy.

DISSEMINATION OF INFORMATION TO STUDENTS

DISSEMINATION OF INFORMATION TO STUDENTS

Transfer students make up a large percentage of college enrollments. Timely and accurate information regarding the transfer process is essential to the success of all transfer students. The following activities and procedures are suggested to provide transfer students with appropriate information and necessary support.

- Develop a comprehensive orientation program for transfer students that addresses admissions requirements and deadlines, academic offerings and requirements, financial aid opportunities, institutional resources, and support services.

- Communicate transfer procedures clearly and early to students interested in transferring to other institutions.

- Stress the importance of students taking the initiative in requesting and receiving information to facilitate transfer.

- Provide transfer information to students, faculty, and transfer professionals through newsletters, college newspapers and radio, communication with faculty, individual meetings with students, and transfer workshops and presentations.

- Develop and conduct transfer workshops and presentations designed to provide students with information about transfer services and options. In choosing information to be disseminated, keep the audience in mind, i.e., traditional students, returning adult students, or students with special needs.

- Organize transfer nights or fairs in collaboration with other colleges and universities to maximize participation and the collection of materials. Relay information and materials to students unable to attend.

- Establish a transfer library to include college catalogues, resource materials, financial aid programs and offerings, and admissions information for a variety of colleges. Become familiar with the library's resources and update as needed.

- Facilitate advisement of transfer students by phone, written correspondence, electronic mail, or by arranging campus visits.

- Identify appropriate personnel at transfer schools to contact for additional information.

- Create opportunities for transfer students to network in an effort to gather information.

Contacts may include two- and four-year transfer counselors, faculty, administrators, and other transfer students.

- Utilize former transfer students and alumni as an important information source.

- Provide handouts, student handbooks, credit-evaluation checksheets, or other materials which identify transfer policies and procedures at various schools.

- Develop and utilize a transfer-credit evaluation form which identifies all transferrable credits and the requirements they fulfill. Indicate additional credits and requirements that will need to be completed. Make sure students clearly understand the pre-enrollment assessment.

- Promote and encourage students to attend any available orientation or mentoring sessions and stress the importance of receiving timely and accurate information regarding transfer issues.

- Serve as an advocate for transfer students by easing their transition between schools. This includes access to advisement services, orientation programs, and campus tours.

- Examine and evaluate transfer policies and procedures as well as advisement services, to ensure students are receiving appropriate and current information and materials.

INFORMATION SHARING BETWEEN INSTITUTIONS

INFORMATION AND DATA SHARING BETWEEN INSTITUTIONS

Information and data sharing between colleges and universities is an important factor in the transfer process. An accurate and consistent flow of communication and information between institutions is required to establish close working relationships. The following ideas and activities are useful in promoting information sharing in an effort to better serve transfer students:

- Establish articulation agreements with other colleges and universities and agree to maintain regular communication.

- Cultivate professional relationships with transfer personnel at other institutions to maintain close contact and ensure on-going exchange of information.

- Identify the information and data that needs to be shared between institutions to better serve transfer students. This may include student demographic profiles, available degree programs and requirements, changes in curriculum, admissions policies, fees, financial aid and scholarship offerings, learning resources, advisement and support services, catalogues, publications, and promotional materials, and statistical data regarding enrollment, retention, graduation rates, and career placement.

- Exchange or disseminate updated or revised information and materials in order to keep other institutions informed about current programs, policies, and offerings.

- Arrange periodic meetings between institutions to share information and discuss transfer issues and concerns, or resolve problems.

- Develop an information sharing system to track the progress of transfer students. This may include data related to academic concerns, graduation rates, plans for graduate education, and placement.

- Keep professionals at transfer and receiving institutions up-to-date concerning academic offerings, requirements, and student needs.

- Evaluate credit-bearing courses and programs to identify appropriate transfer credit. Disseminate this information to other institutions. Update as needed.

- Coordinate and conduct activities designed to increase communication and information sharing between institutions. This may include transfer fairs, regional meetings and update sessions, professional staff training sessions, and workshops.

- Implement and encourage the use of computer-assisted technology in the exchange of information between institutions.

FINANCIAL ASSISTANCE AND SCHOLARSHIP OPPORTUNITIES

FINANCIAL ASSISTANCE AND

SCHOLARSHIP OPPORTUNITIES

The intent of financial aid assistance and scholarship programs is to remove financial barriers that could prevent individuals from enrolling in colleges and universities, restrict their choice of institutions, or bring about premature withdrawal. Access to financial aid and scholarships is an important consideration for most transfer students. Student aid itself is complicated. It can take the form of a loan with varying degrees of interest, an outright grant, a job, or frequently a combination of sources. Institutional and governmental budget cuts, however, have reduced the availability of services and financial aid initiatives. Many institutions are struggling to implement innovative strategies in an effort to deliver assistance. The following guidelines are suggested in order to better serve transfer students in their effort to finance a college education:

- Promote financial assistance and scholarship programs as essential elements in ensuring transfer students' success in post-secondary education.

- Promote awareness of the diverse and changing needs of the transfer population by maintaining an approach to financial aid that is flexible, equitable, innovative and broad ranging.

- Deliver services to students characterized by timeliness, accuracy, and clarity through procedures that are consistent with fiscal responsibility and governmental and corporate regulations.

- Develop expertise relating to the development, funding, regulations, dispersement, and administration of student financial aid and scholarships.

- Assist institutions, foundations, government agencies, and other organizations to promote and develop financial aid programs.

- Ensure transfer students' access to financial aid counselors and services.

- Provide transfer students with financial aid brochures and literature which describe available services. Be sure to include the forms and instructions necessary to accomplish transfer to another institution.

- Provide students with the appropriate forms for federal and state aid, as well as, institutional aid applications, if needed.

- Inform students about availability of Parent Loan Applications.
- Keep students informed of application deadlines.
- Provide verification of enrollment for student loan deferment purposes at the receiving institution.
- Provide financial aid transcript from the first institution to the receiving institution.
- Formalize the exit process from the two-year school. Have all appropriate forms signed by the Registrar, Financial Aid Office, Student Affairs, and Student Accounts.

PROFESSIONAL TRAINING AND ORIENTATION PROGRAMS

TRAINING AND ORIENTATION PROGRAMS FOR PROFESSIONALS WORKING WITH TRANSFER STUDENTS

Professionals working with transfer students should participate in training and development experiences that will prepare them to provide the types of services that meet students' needs. Training efforts should also reflect the unique needs of an institution. Effective advisement and interaction with transfer students requires extensive, on-going staff training efforts. The following suggestions and activities are necessary to well-coordinated and relevant training and development programs:

- Determine training needs. What knowledge and skills areas need to be addressed?

- Identify staff who will participate. Training and orientation programs must be tailored to the many different types of staff who deal with transfer students. Admissions counselors, orientation personnel, academic and career advisors, and faculty advisors all have training needs unique to their roles and responsibilities.

- Establish goals and objectives for the training program:

  To provide staff with accurate and timely information about institutional policies and procedures which affect the transfer student.

  To provide professionals with additional knowledge and skills required to act in their positions.

  To increase student satisfaction with the transfer process.

  To develop a comprehensive approach to serving the transfer population.

- Identify the content of the training program. Common themes include:

  Conceptual issues such as the relationship between staff and transfer students, rights and responsibilities of both groups, the role of advising in student development, and transfer student expectations.

  Information that is essential for professionals to perform effectively. This relates to academic offerings, policies and procedures, student information systems, referral services, and other institution-specific concerns.

  Professional skills and behaviors necessary to work effectively with transfer students. These include interpersonal and communicational skills, decision-making skills, development of trust and rapport, and others.

- Determine the training method(s). Training techniques can vary depending upon the topic and the skills of the trainer. It is important however, to select the instructional technique that is most likely to bring about the accomplishment of the desired learning outcomes.

- Prepare the training materials. These materials will serve as valuable resources after the training is completed.

- Design training sessions with the audience in mind. This includes:

  Having a clear understanding of the needs of the individuals to be trained. How do they interact with transfer students?

  Recognizing the level of experience of the trainees.

  Determining willingness of staff to participate.

- Evaluate the training program to assure the learning objectives were achieved. Feedback from the participants is also important in this process.

CONDUCT AND ETHICS

CONDUCT AND ETHICS

Transfer professionals involved in the recruitment, advisement, or enrollment of students are an integral part of the educational process and should conduct their affairs with a high standard of service and commitment to both the student and institution. The following guidelines should be observed to ensure professional and ethical behavior:

- Ensure that privacy is maintained with respect to all student records and communication that is considered confidential.
- Comply with all requirements of the *Family Educational Rights and Privacy Act* (Buckley Amendment).
- Do not disclose information contained in students' educational records to third parties without the consent of the student.
- Ensure that transfer students are provided access to services on a fair and equitable basis.
- Avoid any personal conflict of interest in order to deal objectively and impartially with transfer students.
- Respect the recruiting policies of other academic institutions.
- Provide an accurate and honest representation of institutional programs and policies, and do not engage in disparaging comparisons of other colleges and universities.
- Be clear about acceptance of transfer credit from the sending institution. Make sure the student is informed of additional course work required at the receiving institution.
- Do not collect any institutional fees before giving the student full disclosure of credits transferred, courses needed to graduate, and time needed to complete degree requirements.
- Never actively or intentionally recruit from other institutions and limit recruitment activities to those initiated by the transfer student or an advisor acting on the student's behalf.